Government of
Saskatchewan

Annual Report
2000-2001

Saskatchewan Education

The annual report of Saskatchewan Education
for the period July 1, 2000 to June 30, 2001

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Letter of Transmittal

The Honourable Dr. Lynda M. Haverstock
Lieutenant-Governor
Province of Saskatchewan

Madam:

I have the honour to present the annual report of Saskatchewan Education for the year ending June 30, 2001. The financial statements included in the report were prepared in accordance with guidelines of the Department of Finance.

Respectfully submitted,

Jim Melenchuk
Minister of Education

102-02294/

Letter of Transmittal

The Honourable Jim Melenchuk
Minister of Education

Sir:

As part of the Government-wide commitment to improved accountability, and in accordance with the general principles set out by the Performance Management and Accountability Review Project, this year's annual report reflects the Department's commitment to improved accountability. An attempt was made last year to focus the annual report on outcomes and accomplishments rather than outputs and activities. This year's annual report makes further progress in that direction.

In previous years, the annual report has been organized according to the internal structure of the Department, by program Branch and work Unit. This year's report is organized instead according to the Department's strategic goals and objectives.

The strategic goals and objectives for the Department of Education for the 2000-2001 reporting year were as follows:

- All students experience responsive school environments that ensure high-quality learning.
  - Curriculum is appropriate, relevant and current.
  - Teaching and learning are supported by appropriate technologies.
  - Curriculum is effectively implemented and supported.
  - Each student is prepared for full and meaningful participation in society.

- The diverse needs of students are met.
  - Curriculum and learning experiences are structured to address individual student needs.
  - Partners work collaboratively to ensure programs and services respond to the needs of students.
  - Schools receive provincial, community and family support to meet the needs of students.

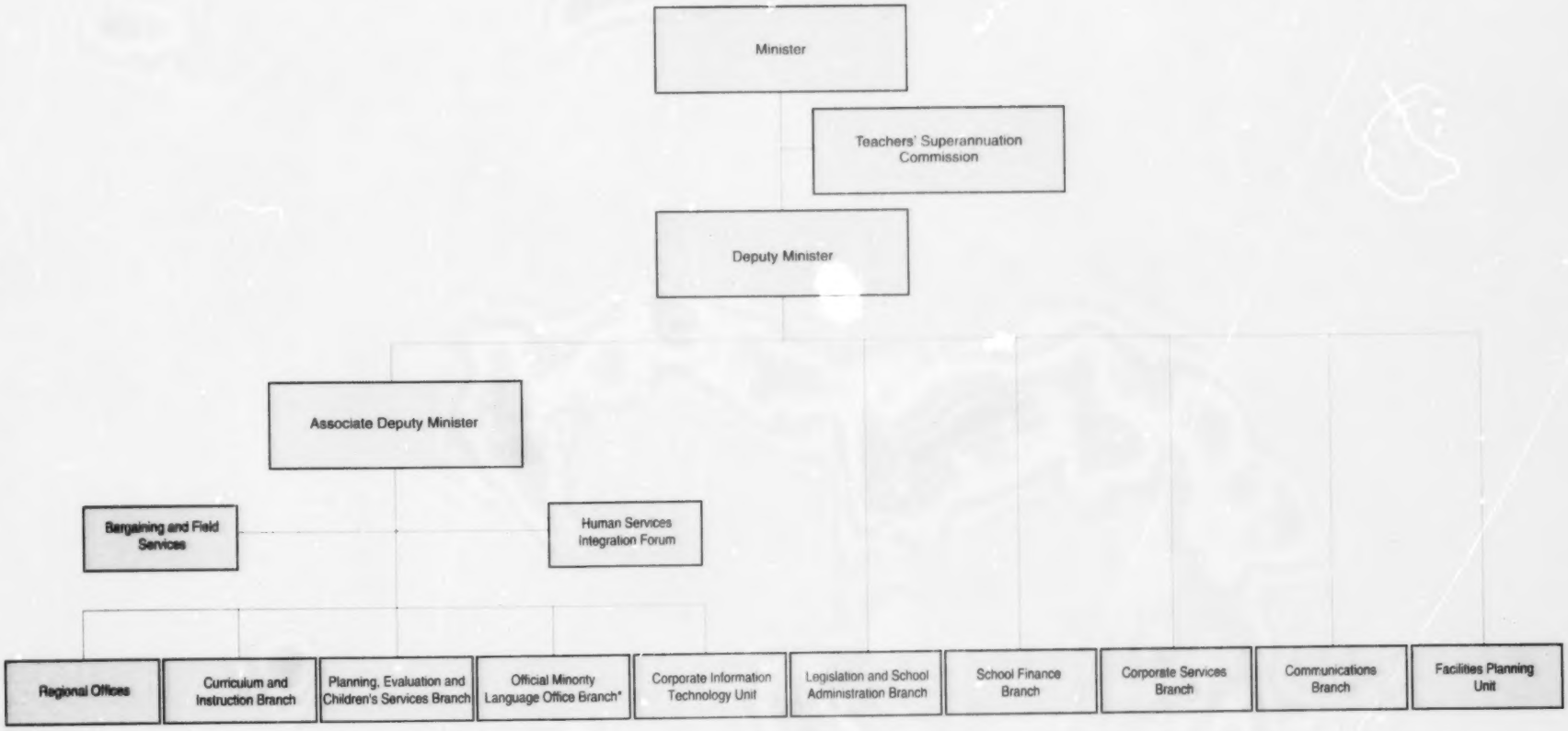
- The structural and fiscal integrity of the Kindergarten to Grade 12 education system is maintained.
  - The education system provides for the exercise of constitutional rights.
  - Provincial operating and capital funding is distributed equitably.
  - The education system provides for an appropriate balance of leadership from the Department and local autonomy.

This annual report outlines the specific accomplishments during the past year which advance these goals.

Craig Dotson
Deputy Minister of Education

DEPARTMENT OF EDUCATION

As at June 30, 2001



* The Executive Director of the Official Minority Language Office also has responsibility for the Provincial Examinations, Student and Teacher Services Unit and the Independent Schools / Home Based Education Unit.

Department of Education: Mandate

The mandate of the Department is to provide leadership and support in the development and operation of Kindergarten through Grade 12 education, helping to prepare Saskatchewan young people for full and meaningful participation in society. The focus is on supporting and developing programs and services for the benefit of students in the context of the economic and social needs of the province.

Through the Department, the policies, programs and responsibilities of the Government of Saskatchewan and the Minister of Education relating to elementary and secondary education are carried out to achieve the following strategic outcomes:

- A quality education system in which the Goals of Education are achieved. The Goals of Education are intended to develop the intellectual, physical, emotional, spiritual and social potential of all students in the province to the best of their abilities.
- Public understanding of and confidence in the school system.
- Equality of access to and benefit from the services and programs of the education system.
- Leadership in mediating and facilitating the variety of social and political interests which have an impact on education.
- Maintenance of the structural integrity, effectiveness, and efficiency of the education system.

Goal 1:

All students experience responsive school environments that ensure high quality learning.

Creating and maintaining a responsive and high quality education system requires attention to many important elements including curriculum, school environments, resource centres, effective instruction, alternative programs and the needs of Saskatchewan's diverse student population.

Saskatchewan's Core Curriculum is continually being strengthened through a curriculum development and renewal process – or evergreening – that includes:

- design and development work to draft the curriculum;
- field testing or piloting the draft curriculum including document refinement and publication;
- inservice training for educators to accompany curriculum implementation;
- phase-in schedules for implementation of the new curriculum;
- regular evaluation of curriculum implementation and effectiveness; and
- revision and renewal of dated curricula to ensure that all curriculum documents are current and relevant for the needs of contemporary Saskatchewan learners.

OBJECTIVE

1.1 Curriculum is appropriate, relevant and current.

Accomplishments

- Established reference teams and internal teams for the development / renewal / evergreening of Core Curriculum (curriculum writers, resource evaluation, instructional strategies).
- Designed and delivered curricula in First Nations and Métis languages and culture, for delivery to schools and students in both provincial and First Nations systems. This was done in partnership with First Nations and Métis organizations.
- Ensured Aboriginal representation on curriculum reference committees.
- Ensured Aboriginal representation in cadre of middle level Health educators.
- Included field test teachers from First Nations schools in the development of Forestry Studies and Wildlife Management curriculum guides.
- Developed and field tested Practical and Applied Arts curricula in the following areas:
  - Career and Work Exploration;
  - Clothing, Textiles and Fashion;
  - Communication Production Technology;
  - Cosmetology;
  - Electrical and Electronics;
  - Forestry Studies;
  - Horticulture;
  - Mechanical and Automotive;
  - Photography;
  - Practical and Applied Arts Survey;
  - Upholstery; and
  - Wildlife Management.

  All of these curriculum guides include career development concepts and workplace safety topics. Each course includes an optional Work Study module. The curriculum guides for Information Processing and Accounting were evergreened.
- Recommended resources in Practical and Applied Arts were added to the Resource Centre's collection.
- Negotiated formal articulation agreements for the designation of the trades in the Practical and Applied Arts curriculum areas with Saskatchewan Post-Secondary Education and Skills Training; Apprenticeship and Trade Certification Commission; and Saskatchewan Institute of Applied Science and Technology.
- Incorporated input from The Saskatchewan Labour Force Development Board, Saskatchewan Labour and other groups within the career components of the Practical and Applied Arts documents.
- Developed renewed English Language Arts 1-5 curriculum.
- Completed curriculum guides for two international languages, Russian and Mandarin Chinese. These guides are posted on Saskatchewan Education's website. Based on themes generated by groups of language teachers, the curricula are appropriate for students with diverse interests, cultural backgrounds and language competence.

  The task-based approach to language learning used in these curricula is recognized by current research as effective and motivating for students. Proficiency in international languages and intercultural competence are important for full and meaningful participation in our global society.

- Produced a pilot program for Ukrainian and English language classes through an international project involving Saskatchewan Education and the Ministry of Education in Chernivtsi Region of Ukraine. The pilot program features appropriate, relevant and current information about life in Canada and Ukraine today.
- Prepared a bibliography update of new learning resources in a variety of formats to support various curricula.
- Participated in and conducted workshops for the field as appropriate.
- Determined status of courses and developed, evergreened or discontinued courses in accordance with curriculum plan and schedule. The Correspondence School work schedule is developed in tandem with the curriculum schedule; courses are developed and implemented at the same time as the curriculum is being developed, evergreened and implemented.
- Concluded a Memorandum of Understanding for the Resource Centre to provide services for two years to Saskatchewan Post-Secondary Education and Skills Training.

  During the reporting period, to assist the Department in meeting its goals and objectives, the Resource Centre:

  - handled 2,315 requests for information;
  - circulated 10,223 items;
  - catalogued or processed 6,228 new resources into the collection; and
  - purchased online full text magazine databases and 417 new titles.

OBJECTIVE

1.2 Teaching and learning are supported by appropriate technologies.

Accomplishments

- Concluded an agreement with the Saskatchewan Teachers' Federation; Saskatchewan School Trustees Association; League of Educational Administrators, Directors and Superintendents; and Saskatchewan Association of School Business Officials on the establishment of an Educational Technology Consortium. Work continues with the major education partners on establishing the structure and mandate of this organization.
- Participated in the launch of CommunityNet, a broadband telecommunications network that will enable Saskatchewan communities to take a quantum leap forward in internet access. The $71 million, province-wide initiative will extend high-speed network and internet access to public institutions, including provincial and First Nations schools in 366 communities.
- Began development of French language courses and resources to ensure that electronic resources and content becomes part of all classrooms. Development of elementary and secondary level Science and Core French, middle level Social Studies (Immersion) are underway.
- Provided support for several electronic content development projects in Mathematics, Science, and Practical and Applied Arts including Driver Education.
- Developed web-based support materials for courses, particularly Communication Production Technology. Materials were developed by contractors and made available to teachers as part of the Evergreen Curriculum online.
- Supported middle level Health Education through resources workshops delivered by catalyst teachers. The workshops focused on reviewing, evaluating, and using print, video, and internet resources.
- Posted all Social Sciences curricula online for use by teachers and others who are interested. Within the online curriculum documents, links to appropriate internet sites are identified to support various topics or concepts to be developed. Revisions can be made quickly to the online version of the curricula, keeping them current and appropriate.
- Posted Ukrainian curriculum documents online, allowing educators, students, parents and others to access information and programs locally, nationally and internationally.
- Evaluated electronic databases and websites to link to Evergreen Curriculum. Maintained the Virtual Library.
- Obtained access to online databases through the Resource Centre's membership in the Multitype Database Licensing Program.
- Participated in the Multitype Library initiative to purchase province-wide licences of full text articles from journals and newspapers and worked in cooperation with the Provincial Library to maintain a Virtual Resource Centre.
- Provided copyright information to school on the national schools CANCOPY licence and changes to the *Copyright Act*.

- Worked through the Council of Ministers of Education to develop recommendations on copyright exceptions for educational digital use, for presentation to the federal Government.
- Worked through the Council of Ministers of Education to negotiate off-air taping tariffs for educational use of video and audio programs.
- Worked with Council of Ministers of Education to negotiate zero-rated purchase agreements for purchasing blank audio recording for educational institutions.
- Provided support for purchase of equipment (eg: headphones, graphic tablets, speakers) as individual technology components for students enroled in online courses.
- Provided inservice support to teachers on use of technology as an instruction resource and Resource-based Learning using learning resources in a variety of media formats.
- Encouraged educators to connect with each other for ideas and support through an internet discussion area, monitored by Saskatchewan Education consultants. This also permitted educators to connect with Department personnel with questions or concerns regarding any aspect of the curricula.
- Provided professional development for school divisions in areas such as:
  - creating a supportive environment for distance learning; and
  - maximizing online access to resources, courses, and evaluations for teachers and students.
- Offered workshops on the effective use of graphing calculators as an instructional tool.
- Worked with Aboriginal people for collaborative development of themes within Correspondence School courses.
- Partnered with Aboriginal people for learning / discussing instructional strategies and social customs which support successful learning experiences for students in Correspondence School courses.
- Provided support and guidance to groups in Saskatchewan and across Canada and to individuals whose proposals for educational instructional materials fill important instructional gaps for teaching and learning (e.g. English as a Second Language supports).
- Obtained a custom designed automated computer system to provide flexibility and timely service in responding to the needs of Saskatchewan learners.
- Selected components for effective multi-mode courses, instruction, and evaluation strategies.
- Coordinated application process for and provided technological aides to designated disabled pupils to enhance student learning opportunities.
- Increased flexibility and course offerings for Saskatchewan students by making assessment and examinations available online. This means students can write their final examinations upon completion of a course. This opens up a flexible schedule for taking courses and increases the options for students to plan their course selection.

OBJECTIVE

1.3 Curriculum is effectively implemented and supported.

Accomplishments

- Maintained the Saskatchewan Education website and specifically the Curriculum and Instruction Branch components of the website as a center of current information and motivation for students, teachers, and the educational community.
- Developed reflective planning checklists for teachers in various areas of study.
- Developed *Classroom Curriculum Connections: A Teacher's Handbook for Personal-Professional Growth.*
- Supported curriculum actualization initiatives within the Francophone component through Official Minority Language Office committees, including school board partners, provincial subject area councils and the Saskatchewan Teachers' Federation.
- Maintained relations with the Faculty of Education at the University of Regina and the College of Education at the University of Saskatchewan.
- Facilitated Core Curriculum sessions at the University of Regina with all education students enroled in compulsory introductory foundation courses (EPS 100).
- Supported initial training of students in the area of French language curricula through the participation of Official Minority Language Office consultants.
- Worked with the Saskatchewan Teachers' Federation; Apprenticeship and Trade Certification Commission; and Saskatchewan Institute of Applied Science and Technology to offer summer short courses in the designated trade areas in Practical and Applied Arts curriculum. Successful completion provides teachers with enhanced skills and the right to award students with verifiable time credit for time spent in the trade.

- Provided opportunities for students in teacher education programs to benefit from a distance learning environment with experienced distance education staff (some intern time in distance education in two different years of the four-year program).
- Ensured the inclusion of such components as gender equity, Aboriginal content and perspective, the Adaptive Dimension and the Common Essential Learnings in all Social Studies curricula. Curriculum writers, who were seconded from the appropriate teaching fields, worked with Curriculum and Instruction Branch staff.

  In addition, each curriculum is renewed in conjunction with a Reference Committee made up of expert teachers, university professors and members of appropriate interest groups.

  As well, over a period of one to two years, teachers pilot the curriculum being developed and provide feedback to the writer to ensure that teacher and student needs will be met by the revised document. The pilot teachers then take on the role of Teacher Leaders, providing implementation inservice for all teachers in the province in order to support them in learning and using the renewed curricula.
- Continued working toward actualizing Aboriginal curriculum and instructional objectives through the implementation of provincial Core Curriculum subject areas.
- Delivered and provided continuing support and inservice to the secondary Native Studies program.
- Supported improved teaching and learning strategies for Saskatchewan classrooms through teacher inservice, including mentorship opportunities.
- Offered middle level Health Education workshops for teachers regarding orientation, unit development, and resources (Grades 6-9). The programs and services of the Correspondence School are based on Core Curriculum and reflect the curriculum development, actualization and evergreening processes of the Department.
- Provided inservice on developing Resource-based Learning units for various courses of study.
- Provided inservice on evaluation of web-based resources and integration of electronic resources in institutions.
- Held implementation workshops for all new Practical and Applied Arts courses.
- Held special workshops to evaluate websites to support Practical and Applied Arts courses.
- Provided Practical and Applied Arts survey course workshops in each region to reinforce the planning and creation of survey courses.
- Provided assistance to Saskatchewan Labour in the production and distribution of work readiness and advice materials and programs for students.
- Conducted workshops, consultations and a mentoring program as part of the Mathematics Action Plan.
- Continued to develop the provincial cadre of middle level Health Education teachers who represent all regions of the province including the north.
- Provided information from the Curriculum Evaluation Program and the Provincial Learning Assessment Program to inform decisions around curriculum support and revision.
- Included diverse communities and partners in curriculum reference committees and field tested strategies for K-5 English Language Arts, K-9 Arts Education, and Wellness 10.
- Prepared an anthology of Saskatchewan literature to support English Language Arts A30 through a cooperative project with Saskatchewan Publishing Group.
- Compiled and produced a listing of curriculum support materials, including the most current audio and video cassettes, CDs and CD-ROMs, to support Ukrainian language education in Saskatchewan.
- Provided equitable and flexible educational opportunities for school-aged and adult students by offering over 70 high school courses and dependable service through the Correspondence School.

OBJECTIVE

1.4 Each student is prepared for full and meaningful participation in society.

Accomplishments

- Provided multiple opportunities to develop knowledge, skills and values within the Social Sciences curricula to prepare students for full and meaningful participation in society.

  Some examples of this include:

  - citizenship objectives are identified for students in the elementary and Grade 6 curricula;
  - at the middle level, objectives and activities assist students to develop their understanding and abilities as active, responsible citizens; and
  - at the secondary level, students use dialectical reasoning/evaluation as a means of understanding various views on relevant issues and arriving at their own stand on these issues.

Throughout all curricula, the Common Essential Learnings are incorporated in order to help students develop such abilities as critical and creative thinking, personal and social values and skills, and communication, all of which are crucial for lifelong learning and success.

- Contributed to the development and piloting of the Youth Justice Model, both interdepartmentally and at the pilot sites.
- Ensured distance learning opportunities continued expanding to include middle years students and elementary students.
- Coordinated course development and implementation so that province-wide there are options for:
  - each course to be available in more than one delivery mode; and
  - multi-mode courses to be available in all areas and levels of curriculum.
- Continued development of distance education options for elementary and secondary Sciences, Core French and middle level Social Studies.
- Provided multi-mode delivery options for students to become skilled in using technologies as an integral component of their communication and learning processes through the Correspondence School. Students benefit from exposure to learning in a variety of situations.
- Ensured the availability of Correspondence School instruction through appropriate modes of delivery, such as paper-based, web-based, email and audiovisual.
- Provided timely service to all Correspondence School inquiries, all registered students, and to schools and school divisions using Saskatchewan Education services.
- Worked to ensure quality education and equality of education opportunities for all students regardless of their personal circumstances or geographic location within the province through the Correspondence School.
- Encouraged school divisions and schools to be creative and innovative in designing Practical and Applied Arts survey courses to fit the needs of their students and communities.
- Provided Practical and Applied Arts courses in French to Saskatchewan students through an agreement with Alberta Learning. Curriculum and support documents are being made available online within the Saskatchewan Education website for increased access by teachers and school divisions.
- Developed opportunity-to-learn rubrics that illustrate the shared responsibility for learning among students, teachers, parents and communities.
- Monitored test outputs from Provincial Learning Assessment Program and School Achievement Indicators Program to provide feedback on the effectiveness of the system.
- Developed assessment and evaluation workshop to support middle level Health Education (Grades 6-9).
- Included approximately 100 sample assessment and evaluation forms in the renewed elementary level English Language Arts curriculum (Grades 1-5).
- Provided Ukrainian bilingual students in Saskatchewan opportunities for meaningful experiences on an international level through an exchange program with Ukraine.

Goal 2:

The diverse needs of students are met.

The principles of equity and access are fundamental to public education in Saskatchewan. The focus is on strengths rather than problems, and on the promotion of individual and local responsibility for the creation of a culture within our schools that is fair and just for all.

The focus is on each child as an engaged learner, and on the benefits he or she receives from educational programs that include appropriate supports and services responsive to individual differences.

Meeting the diverse needs of Saskatchewan children and youth is a shared responsibility in which students, families, teachers and community members work together to help all students learn. This requires coordinated / integrated efforts and supports for and within the classroom and community.

Saskatchewan Education provides policy direction and supports for meeting student needs in a variety of ways.

OBJECTIVE

2.1 Curriculum and learning experiences are structured to address individual student needs.

Accomplishments

- Structured all Saskatchewan curricula to incorporate the Adaptive Dimension component. This component refers to the concept of making adjustments to accommodate diversity in student learning needs. The Adaptive Dimension is designed for all students in all educational settings. It expects student diversity to be a key consideration in teacher planning.
- Included Indian and Métis content in all curricula. Native Studies 30 was revised and is undergoing an initial pilot phase. The Western Canadian Protocol language framework, *The Common Curriculum Framework for Aboriginal Language and Culture Programs: Kindergarten to Grade 12*, was produced and distributed to all schools.
- Assisted schools to bring Aboriginal content into the learning experience and to enhance relationships with Aboriginal peoples. Through enhanced funding, 26 school divisions were enabled to bring Aboriginal Elders / cultural advisors / outreach workers into schools to assist teachers and other school personnel.
- Promoted the involvement of family and community members in enrichment of learning experiences that are relevant to students' communities.
- Expanded the Prekindergarten Program by 35 programs, enabling school divisions to enhance early learning supports and services for three and four-year olds and their families. Saskatchewan Education's Prekindergarten program targets children and families facing circumstances of risk. Inservice supports and resources were provided to school division personnel to provide quality programming.
- Developed Francophone curricula specific to Francophone schools, including a Prekindergarten curriculum.
- Completed a needs assessment on the provision of programming to address the needs of students speaking English as a Second Language (ESL) or English as a Second Dialect (ESD). A series of forums on the critical issues for ESL / ESD were held. A plan of action was developed. An ESL / ESD Reference Committee was established to guide development of ESL / ESD programming, resources and services.
- Renewed the emphasis on effective practices to meet student needs, in response to the Special Education Review.
  - A Children's Services Advisory Committee has been established to plan and support a provincial children's diversity strategy.
  - Children's Services Policy and Effective Practices Framework drafts have been developed to form the basis of future work in these areas.
  - The *Meeting Challenging Needs* document has been revised, and renamed *Creating Opportunities for Students with Intellectual Disabilities*. It will be distributed in the fall and accompanied by regional inservice opportunities.
  - The Caring and Respectful Schools initiative has also established a network of participating schools, prepared promotional material, and initiated a draft resource handbook.
- Provided individual consultation in the following areas:
  - autism (41);
  - challenging behaviour (7);
  - deaf and hard of hearing (33);
  - meeting challenging needs (14); and
  - visual disabilities (84).

- Provided professional development in the following areas:
  - deaf and hard of hearing;
  - visual disabilities;
  - nonviolent crisis intervention; and
  - fetal alcohol syndrome.
- Purchased 225 new resources and circulated 1,410 titles in Braille, large print and audiotape formats to visually impaired students.
- Published the *2000 Alternate Format Catalogue* that lists resources for visually impaired students.
- Acquired software to transcribe music notation into Braille.
- Established partnerships with school divisions to develop online content specific to curricula and to professional development needs.
- Expanded the curriculum area of the website by adding curricula and linkages from curricula to a variety of online supports.
- Initiated design and development of courses offered through the internet, as well as CD-ROM technology in response to the diverse teaching and learning situations that exist, particularly in rural Saskatchewan.
- Supported a Resource-based Learning approach to instruction, in which students learn from a variety of resources. This approach makes provision for the special needs and interests of individual students, and helps to develop skills of lifelong learning. The Department evaluates and recommends a wide range of resources to support each curriculum area in order to accommodate the needs of all students.
- Prepared a bibliographic update of recommended learning resources, and provided inservice to teacher groups on resource-based approaches to instruction.
- Provided many other supports for teachers in the classroom. Workshops were provided for new curricula and for initiatives such as Resource-based Learning. The ACCESS team has 40 consultants available to provide individual consultation and professional development to school division and community agency personnel.

OBJECTIVE

2.2 Partners work collaboratively to ensure programs and services respond to the needs of students.

Accomplishments

- Included various partners in the development of curriculum during this past year.
  - A reference committee to support development of the new Law 30 curriculum included teachers, university professors, Public Legal Education Association, Saskatchewan Human Rights Association and Canadian Bar Association. Liaison has also been established with Saskatchewan Justice, Saskatchewan Labour, Canadian Bar Association, Federation of Saskatchewan Indian Nations, and Office of the Treaty Commissioner.
  - Teachers, the Francophone Advisory Committee, and Prekindergarten educators supported development of the Francophone Prekindergarten curriculum.
  - Other curriculum reference committees focused on English Language Arts K-5, Arts Education K-9, and Wellness 10.

  Through partnerships like these, Saskatchewan Education ensures that curricula respond to the needs of students.
- Concluded an agreement with the Saskatchewan Teachers' Federation; Saskatchewan School Trustees Association; League of Educational Administrators, Directors and Superintendents; and Saskatchewan Association of School Business Officials on the establishment of an Educational Technology Consortium. Work continues with the major education partners on establishing the structure and mandate of this organization.
- Continued formal partnership arrangements such as the Curriculum and Instruction Advisory Committee, Francophone Education Advisory Committee, Aboriginal Education Provincial Advisory Committee, Evaluation and Monitoring Advisory Committee and Children's Services Advisory Committee.
- Worked closely with the *Division scolaire francophone* and other provincial Government Departments to identify issues and develop a plan related to integrating services in Francophone schools.
- Participated in the Equity in Education Forum together with the Saskatchewan School Trustees Association; University of Regina; University of Saskatchewan; League of Education Administrators, Directors and Superintendents; Saskatchewan Human Rights Commission; Gabriel Dumont Institute; and Saskatchewan Teachers' Federation.

The Forum sponsored its annual Equity in Education Seminar for school division leaders and teachers in November 2000. The seminar focused on Equity and Values in Our Schools.

In addition, the Forum released *Planning for Action: Equity in Education: An Implementation Handbook for Our Children, Our Communities and Our Future* in March 2001. The handbook provides supports for schools and school divisions as they work toward ensuring that each person has equitable opportunity and benefit within Saskatchewan's education system.

- Ensured that Aboriginal peoples have active participation in education planning and decision making by building partnerships with Aboriginal peoples at the provincial, regional and local level. The shared governance model undertaken by the Flying Dust First Nation and the Meadow Lake School Division provides an effective example.
- Provided support and advice on education matters to Saskatchewan Intergovernmental and Aboriginal Affairs as it participated with the federal Government and the Federation of Saskatchewan Indian Nations at the Governance Table to develop the basis of a new relationship that recognizes new forms of First Nations governance. This new relationship will build upon the existing treaty relationship between the federal Government and First Nations.
- Worked closely with Saskatchewan Health, Social Services and Justice to develop a Youth Justice Model and put in place two youth justice pilot projects (in Regina and Prince Albert).
- Participated in the Interdepartmental Child Abuse Committee, and assisted in updating the Provincial Child Abuse Protocol, including new information on interviewing children and youth with disabilities and conditions affecting communication.
- Partnered with educators and Canadian National Institute for the Blind to host the Insight Conference that provided professional development for teachers who work with visually impaired students.
- Partnered with members of the Canadian Association of Educational Resource Centres for the Visually Impaired to resource share Braille and audiotape format materials.
- Worked in partnership with Alberta Learning and Manitoba Education and Training on heritage / international languages. The project has produced curriculum frameworks for bilingual programs (*The Common Curriculum Framework for Bilingual Programming in International Languages*) and regular second language programs (*The Common Curriculum Framework for International Languages*). These frameworks help curriculum writers develop quality second language courses to meet the needs of students wishing to maintain or develop proficiency in any language.
- Collaborated with the ministries of education for Manitoba, Alberta, Yukon, Northwest Territories, and Nunavut to develop common outcomes for Social Studies K-12. Under the auspices of The Western Canadian Protocol for Collaboration in Basic Education (1993), this partnership developed a *Foundation Document for the Development of the Common Curriculum Framework for Social Studies Kindergarten to Grade 12* in February 2000. As a result of this partnership, *The Common Curriculum Framework for Social Studies K-9* is nearing completion. Saskatchewan Education worked in partnership with a committee of teachers to provide responses to a draft framework from a Saskatchewan perspective.
- Worked with the Office of the Speaker of the Legislature and the Saskatchewan Communications Network to deliver the Social Sciences Teacher's Institute (SSTI) on Parliamentary Democracy for teachers. The SSTI is supported by the Saskatchewan Teachers' Federation; Saskatchewan School Trustees Association; League of Education Administrators, Directors and Superintendents; Commonwealth Parliamentary Association - Saskatchewan Branch; Saskatchewan Council of Social Sciences; and Saskatchewan Education's Regional Directors of Education.

  Teachers had access to computer equipment and high-speed internet to develop multimedia resources to support the social studies and history curricula in the area of democracy. The multimedia resources are posted on the Social Sciences website.

- Incorporated resources, programs and services directly into the Psychology curricula, working in partnership with Saskatchewan Health, Saskatchewan Child Care Association and Saskatchewan Council for Families. In partnership with the College of Arts and Sciences, University of Saskatchewan, an online database of survey information has been designed, developed, and incorporated into both the regular classroom and online courseware materials for the Social Psychology curriculum.
- Continued a successful partnership with the Ministry of Education in Ukraine (Chernivtsi Oblast), resulting in the preparation of teaching units for students in Ukraine and Canada. This collaborative educational project has progressed through three phases – namely, the development, implementation and piloting of draft documents. The final phase, the completion of all documents, will be completed in fall 2001.
- Continued work on an international Health Education curriculum project. Partners in the project included Saskatchewan Health, Saskatchewan Intergovernmental and Aboriginal Affairs, University of Saskatchewan, University of Toronto, Health Canada and Canadian Society of International Health. Ukrainian partners included the Academy of Pedagogical Sciences of Ukraine, State Committee on Family and Youth, Kyiv city Department of Education, Ukrainian national ministries of Education, Sciences, Health and UNICEF in Ukraine.

  Student workbooks, teacher manuals, administrator manuals and parent handbooks have been developed for Grades 5-9 and Grades 10-11 students in 17 pilot schools (5,000 students) in Kyiv, Ukraine.
- Worked closely with Saskatchewan and Ukrainian educators and ministry officials on joint planning and delivery of implementation workshops with the documents. In June 2001, the Ukrainian Ministry of Education and Sciences granted official status to the Grades 1-4 Health Education programs and materials that Saskatchewan Education has developed with our Ukrainian partners.
- Provided consultation supports to school divisions and schools regarding effective secondary school practices.

OBJECTIVE

2.3 Schools receive provincial, community and family support to meet the needs of students.

Accomplishments

- Received the interim report of the Task Force on the Role of the School in September 2000 and the final report in March 2001. The final report provides 97 recommendations in four areas, including structures, roles and partnerships; programs; support; and implementation.

  The Task Force recommendations constitute a significant change in the manner in which education and other human services are provided for children and youth. An action plan to address the recommendations is in the process of being developed. Government will provide a response to the report in the coming year.
- Participated with other provincial departments in the development of the early childhood development strategy known as Kids First. The Department provided policy leadership and program development support. Program and funding guidelines were developed for the early learning component of the initiative. Saskatchewan Education also participated in Saskatchewan's Action Plan for Children.
- Enabled schools to receive community and family support through the establishment of Community Schools for Aboriginal and at-risk students. Families are involved with every aspect of education in these schools. During this past year, the Government announced increased funding to expand the number of Community Schools in Saskatchewan, and to also expand the Community School concept to the high school level.
- Developed partnerships with the Aboriginal community.
  - A Métis and Off Reserve strategy was designed to ensure better ways to work with Aboriginal people to support teaching and learning.
  - The File Hills Qu'Appelle Tribal Council and the Métis Local 111 began discussions with the Regina Public Library Board to establish a partnership for cooperation in two schools in Regina.
  - The Meadow Lake Tribal Council and the town of Meadow Lake developed a model agreement that emphasizes shared decision-making.

- Implemented the Aboriginal Elders program and more community workers were put in schools. The *Aboriginal Education Provincial Advisory Committee Action Plan 2000-2005* was distributed throughout the system and to other provinces.
- Worked with the Aboriginal Education Provincial Advisory Committee (AEPAC) to redefine professional development inservice, and to draft a planning guide to assist schools in implementing recommendations for meeting the needs of all students in Aboriginal education.
- Developed and distributed *Aboriginal Elders and Community Workers in Schools: A Guide for School Divisions and their Partners.*
- Supported 22 school divisions through the Indian and Metis Education Development (IMED) program to implement innovative curriculum supports, programs and services targeting Aboriginal students and their families. The IMED program was expanded to enable more initiatives to be implemented across the province.
  - Regina Public School Division has a division-wide initiative, ACT 2000, an anti-racism cross cultural program that trains student leaders to take an active leadership role in their school. This is an example of a preventative strategy.
  - St. Paul's Roman Catholic Separate School Division, Saskatoon, has an Aboriginal Science Circle Initiative, a division-wide initiative promoting the inclusion of contemporary Aboriginal science perspectives through the development of Aboriginal science kits, supported by instruction delivered by an Aboriginal Science Catalyst Teacher.
  - Wakaw School Division focuses on celebrations of the Métis culture in their community and on integrating Aboriginal content into the curriculum.
- The Community Schools Program expanded by 42 new elementary, K-12 and secondary schools. This also included expansions to rural areas and enhanced funding for existing northern schools. Provided leadership to school divisions, schools and communities to implement Community School philosophy and practice through consultation, networking opportunities, inservice, and resource materials.
- Enacted legislation to allow Francophone parents to establish parent councils, which provide direction and feedback to Francophone schools.
- Increased Special Education funding by 32% to provide intensive program supports for students with diverse needs and to support school divisions in directing funding to need.
- Provided financial and consultative supports to 39 new Integrated Services initiatives which brought school divisions together with families and other community partners to address the needs of students facing multiple risk factors, those not in school and those experiencing social / emotional / behavioural challenges.
- Provided consultative support to school divisions, schools and communities regarding integrated services.
- Released a new Shared Service Policy in January 2001 in response to a review conducted in 1998. Under the new policy, school divisions have reorganized into 24 shared service areas, an increase of seven from the previous program. For 2001-2002 funding to the Shared Service Program increased from approximately $5 million to $9.5 million. This will provide teachers and students with easier access to a broad array of professional support services.
- Recommended the formation of Health Education liaison committees as part of the Health Education curricula. The role of such committees is to:
  - provide support to the classroom and total school Health Education program;
  - provide a liaison with health-related programming in the community and/or health district; and
  - provide a forum for discussion of community / parent / student / educator ideas and concerns related to Health Education.
- Undertook a number of Youth Justice models / pilots.

Goal 3:

The structural and fiscal integrity of the K-12 education system is maintained.

The public education system currently enjoys substantial public support. This support depends, in part, on public satisfaction that the education system meets the needs of our students and also on public satisfaction that the cost of the education system is equitably distributed among various groups.

Saskatchewan's current statutory and policy framework supports constitutional rights and a balance between provincial direction and local control within the K-12 education sector. This balance enjoys wide support among the education partners.

Partners support the concept of equity as expressed by the Foundation Operating Grant program. There is a need to continue to improve the equitable operation of the program.

OBJECTIVE

3.1 The education system provides for the exercise of constitutional rights.

The constitution provides for minority-faith and linguistic minority education. Saskatchewan's legislation and funding policies respect these constitutional provisions with regard to public school divisions, Roman Catholic and Protestant separate school divisions, and the *Division scolaire francophone*.

The provincial Government has constitutional responsibility for all aspects of education in the province. *The Education Act, 1995* sets out the legislative and administrative framework that the Province has established for purposes of exercising this responsibility.

In order to fulfill these constitutional obligations, the Department:

- reviews legislation, program policies and funding protocols on a continuing basis to ensure that the rights of the various components of the education system are respected;
- defends the constitutionality of provincial education legislation and policies as necessary in the courts; and
- reviews legislation and policies with respect to independent schools regularly to ensure that they promote close and harmonious working relationships between these schools and boards of education.

Accomplishments:

- Strengthened and implemented procedural requirements relating to the establishment of a minority faith separate school division. Amendments made were for the purpose of ensuring that the constitutional rights of the Roman Catholic or Protestant religious minority to establish a separate school division can be exercised through a clear, fair and consistent process.
- Initiated steps to implement prescribed forms to ensure that the legal requirements for allocation of property taxes between public and separate school divisions are met. Use of the prescribed forms will ensure that property owners know the rules on allocation of taxes, and will ensure that taxes are designated to the correct school division.
- Intervened before the Supreme Court in a decision concerning school taxation and local government in Alberta, which confirmed that Alberta has general regulatory authority in the area of education, including the regulation of school funding. Saskatchewan has identical constitutional law to Alberta on this topic, and therefore the ruling would most likely apply to Saskatchewan in the same way as to Alberta.
- Amended the funding arrangement for historical high schools to create a fair and consistent policy for funding to these schools. All historical high schools will be funded on the basis of the per-pupil rates applicable to the school division in which they are located.
- Negotiated renewal of the Federal-Provincial Bilateral Agreements for French language education. These agreements will provide federal funding to Saskatchewan for French language education and Francophone governance over the next three and four years respectively.

OBJECTIVE

3.2 Provincial operating and capital funding is distributed equitably.

Operating Grants

K-12 operating grants are distributed to school boards across the province through the Foundation Operating Grant. The Saskatchewan School Trustees Association and other major stakeholder organizations strongly endorse the operating grant as the most effective and equitable way to distribute provincial grant dollars.

The Foundation Operating Grant formula is based on the principles of transparency, unconditionality, incentives for efficient and effective use of resources, equalization, and a balance between stability and responsiveness. The objective is to ensure that neither a student's opportunity to receive educational programs and services nor a taxpayer's level of education property tax depend on the relative wealth of the school division.

This entails taking into account the variations in boards' local fiscal capacity and in their distinctive expenditure requirements or needs. Funding is based on school divisions' enrolment and their ability to raise local revenue through property taxation. School boards that have a greater ability to raise local revenue receive proportionately less provincial funding and school divisions that have a lesser ability to raise local revenue receive proportionately more provincial funding.

The Department participates fully in policy analysis and recommendations for provincial reassessment, to ensure that implications for school property taxes and distribution of provincial operating grants are understood and taken into account.

The Department regularly reviews the Foundation Operating Grant Program in collaboration with stakeholders to ensure equity and consistency in distribution of grants.

Capital Funding

All major capital requests are prioritized according to the process outlined in the School Facilities Funding Guidelines. These guidelines balance the following major demands on the capital budget:

- life-threatening health and safety concerns;
- the severe pressures placed on facilities by enrolment growth in a few locations; and
- commitment to the development of joint-use facility initiatives.

A major capital project list, according to this prioritization process, is circulated to school divisions in June of each year. School divisions then know where their project is on the priority list according to the criteria used for placement purposes.

For several years Saskatchewan Education has encouraged the sharing of facilities and equipment between educational partners in the province. By sharing space and services, facilities can be developed that serve the needs of all parties more efficiently than individual facilities. This contributes to the efficient use of taxpayers dollars and ensures efficient utilization of available space.

The Department regularly reviews policies and formulas for capital funding to ensure continued objectivity and transparency.

Learning Technology

Since the announcement of the Multimedia Learning Strategy in 1995, Saskatchewan Education has engaged and supported many activities to continue to "grow" a learning network and to "grow" the technology capacity, in order to enhance the implementation and delivery of Saskatchewan's quality education program.

For example, partnerships with public and private industry and the federal Government have been established to support the development of resource materials and to provide an opportunity to use the new technologies. In addition, the Correspondence School provides leadership in developing distance education courses and instructional materials in accordance with provincial Core Curriculum.

The Department provides support to fund both the technical infrastructure and the support mechanisms required to move the education system into the digital world.

Regarding the Disbursement of Grants

Historically, the provincial funding allocation for school divisions has been provided to school divisions over the calendar year, January to December. In the spring of 1999, *The Education Act, 1995* was amended to change the operating grant entitlement period to the Government of Saskatchewan's fiscal year. However, all school divisions report their financial statements on a calendar year basis.

For purposes of this Report, reference is made to activities that coincide with both the fiscal year and the calendar year.

Accomplishments

Operating Grants

- Provided operating grants of $426.4 million for the 2000 calendar year, an increase of $28.5 million.

  Since 1995, on a calendar year basis, the total operating grants to school divisions have increased by 20%, more than twice Saskatchewan's inflation rate of 8.2% in the same period.

- Implemented the third phase of grants-in-lieu. Fiscal 2000-2001 was the third year of a four-year implementation, whereby grants-in-lieu of property taxes for Saskatchewan Property Management (SPMC) properties increased by $1.9 million for a total of $5.3 million for education purposes.

- Completed transition of operating grant payments to school divisions from the calendar year to the Government's fiscal year. Commencing in 2000, school divisions, for the first time, received operating grant payments during the period January through March, in each year. Commencing in April 2000, the total operating grant amount in the annual provincial budget will be paid out over the Government's twelve-month fiscal year, April 1 to March 31.

  This means that boards of education will receive monthly grants each January to March instead of having to borrow and wait for grants. This new funding regime will save school boards $1.5 million per year in borrowing costs and will assist them with their local financial planning.

- Actively participated in an extensive review of property tax policy leading to property tax changes for 2001 reassessment, led by Saskatchewan Municipal Affairs, Culture and Housing.

- Participated in the Deputy's Reference Committee, chaired by the Deputy Minister of Education, an advisory body to the Department. This committee includes representatives of the Saskatchewan School Trustees Association; Saskatchewan Teachers' Federation; Saskatchewan Association of School Business Officials; League of Educators, Administrators, Directors and Superintendents; and Department officials.

  This committee has examined the overall operation of the Foundation Operating Grant and its various factors to provide advice to the Department in the proactive maintenance and improvement of the integrity of the Foundation Operating Grant.

  The basic principles underlying the Foundation Operating Grant are examined by the committee to reaffirm the Foundation Operating Grant as the best mechanism by which to distribute the grant to school divisions. Basic rates, small schools, sparsity and various special education factors are examples of particular factors that have been reviewed by this committee.

Capital Funding

- Approved $29.2 million in provincial expenditures for 140 capital projects. Improvements were made in 134 schools within 58 different school divisions.

- Allocated an additional $5 million for capital projects in 2000-2001. This additional funding was provided from the Centenary Fund.

- Launched a $6 million program to expand the technological infrastructure in schools throughout the province to access CommunityNet. This program is funded from the Centenary Fund. The majority of K-12 Saskatchewan schools have been wired and cabled to ensure that they have the capacity to access the information highway.

- Provided further support for renovations at the Weyburn Comprehensive High School to accommodate the Southeast Regional College campus. Further work is scheduled in 2001-2002 to provide joint computer labs and improved program areas for the Comprehensive School.

- Participated in negotiations with the Flying Dust First Nation, Indian and Northern Affairs Canada and the Meadow Lake School Division in the development of a co-managed school council to provide Flying Dust First Nation with meaningful input into the management of all of the schools in Meadow Lake. A new jointly funded $12.9 million high school in Meadow Lake is under construction. This cooperative effort could lead to a new model for provincial and First Nations education that would not only be a model for Saskatchewan but for Canada.

- Participated with the Saskatchewan School Trustees Association in a review of capital funding programs for repairing and restoring existing school facilities. This review will continue in 2001-2002 by way of consultations with school divisions.

- Approved the following major capital projects:
  - Burke Elementary (Melfort);
  - Kindersley Composite High School renovation;
  - Montgomery Elementary addition and renovation (Saskatoon);
  - Mother Teresa (Saskatoon);
  - North Battleford Comprehensive High School Phase 2 renovations;
  - Sacred Heart High School (Yorkton); and
  - Silverspring Elementary (Saskatoon).
- Completed the following major capital projects:
  - Biggar Central 2000;
  - Brunskill Elementary (Saskatoon) ;
  - Jack Kemp Elementary (Lloydminster);
  - Jack MacKenzie Elementary / St. Gabriel Elementary (Regina);
  - Joe Duquette High School (Saskatoon);
  - St. Mary's Elementary addition and renovation (Estevan); and
  - Westview Elementary (Estevan).

Learning Technology

- Continued development of a policy framework to serve as a guide in supporting schools in the use of technology for teaching and learning in the classroom and at a distance. The policy framework has been distributed to school divisions in order that feedback can be provided to Saskatchewan Education.
- Supported 45 pilot projects whereby school divisions commenced developing the capacity to provide distance education delivery of Core Curriculum courses and the use of the internet as an instructional tool. Thirteen of these pilot projects which focused on the content to support delivery of complete courses will be offered as pilot online courses in school divisions, commencing September 2001.
- Contributed $40,000 to Saskatchewan Technology Renewal, which is the Computers for Schools Program in Saskatchewan. Saskatchewan Technology Renewal supports students by providing computers, which enables them to access high quality education in a distance delivery format. As at March 31, 2001 a total of 10,000 computers and more than 2,800 printers have been distributed to schools since 1993.
- Partnered with school divisions to support Saskatchewan teachers to develop web-based content for future course delivery and professional development opportunities for teachers and students.

OBJECTIVE

3.3 The education system provides for an appropriate balance of leadership from the Department and local autonomy.

The concept of local decision making by locally elected and locally accountable school trustees is a long-standing tradition in Saskatchewan.

As part of regular review of the Foundation Operating Grant, the Department seeks to ensure an appropriate balance between unconditional funding that reflects local autonomy and targeted funding that supports provincial program priorities.

The Department provides leadership in supporting and encouraging the restructuring of school divisions to enhance educational opportunities for students. This leadership is balanced with local determination, recognizing that boards have the primary role in school division restructuring.

In addition, the Department collaborates with the education partners to:

- review the operation of collective bargaining for teachers to ensure maintenance of an effective structure of bi-level provincial and local bargaining;
- promote measures to ensure long term stability of teacher pensions; and
- develop mechanisms for appropriate performance measures that respect both provincial and local responsibilities for public accountability.

Generally speaking, the Government and Minister are responsible for matters that are provincial in scope and require common rules or standards, for example, curriculum, certification of teachers and distribution of grants. Boards of education are responsible for those matters relating to the delivery of education programs within their division, for example, what schools to operate, student transportation arrangements and hiring of teachers and other staff.

The Government and the Department almost certainly continue to enjoy the most broadly based, sustained positive relationships with education stakeholder groups of any province in Canada.

Accomplishments

- Negotiated a new provincial collective agreement for teachers for the period January 1, 2000 to August 31, 2002.
- Released the seventh *Saskatchewan Education Indicators Report* in January 2001. *Indicators* is the Department's primary vehicle for demonstrating public accountability.

  Indicators has been collaboratively developed with major stakeholders including the Saskatchewan Teachers' Federation; Saskatchewan School Trustees Association; League of Educational Administrators, Directors and Superintendents; and the business community, including the Saskatchewan Chamber of Commerce. *Indicators* reports bi-annually on both the strengths and weaknesses of the K-12 education system.
- Reduced the total number of school divisions to 99 from 119 in 1996. On January 1, 2001 the Humboldt High School Division was disestablished. A Policy Development and Operations Committee was established to oversee matters relating to Humboldt Collegiate. This working committee has representation from the Catholic and public boards.

  Three other school divisions, Buffalo Plains, Cupar and Indian Head, announced their agreement in principle to amalgamate into one school division, to be effective in conjunction with the next school board elections in October 2003.

  Approximately nine other school divisions are currently examining potential restructuring.
- Approved a new financial, budget, accounting and reporting manual. This new financial reporting standard framework was initially presented by the Saskatchewan Association of School Business Officials to their membership at their 2000 Fall Conference.
- Continued, with the educational partners, to monitor the effective balance of the funding through the Deputy's Reference Committee. The Foundation Operating Grant continues to distribute education funds to school divisions largely through unconditional grants. In excess of 75% of grant funding is unconditional monies based largely on student enrolments.
- Committed to participating with the Saskatchewan Teachers' Federation on a committee to report on funding issues and options for funding teacher pensions. This was part of the new collective agreement.

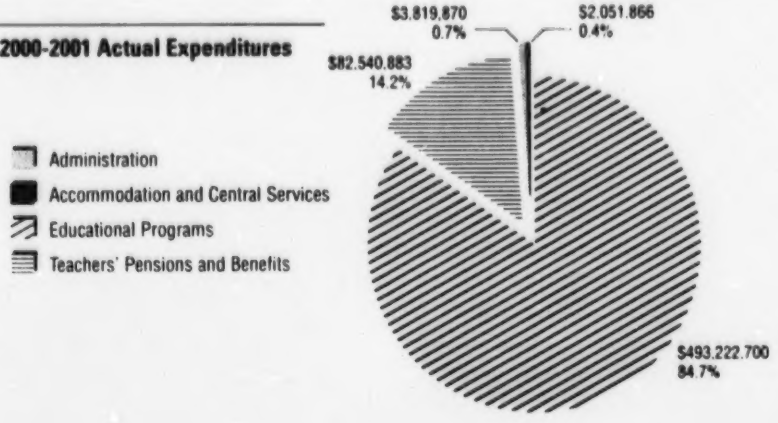
FINANCIAL STATEMENTS

DEPARTMENT OF EDUCATION

2000-2001 Actual and Budget Expenditures and Number of Full-time Equivalent Positions (FTEs Used)

	Actual	Budget	Actual FTEs
ADMINISTRATION (Subvote ED01)	$ 3,819,870	$ 3,830,000	57.8
ACCOMMODATION AND CENTRAL SERVICES (Subvote ED02)	2,051,866	2,052,000	
EDUCATIONAL PROGRAMS (Subvote ED03)			
Operational Support	3,886,594	3,889,000	37.2
Schools - Operating	447,440,000	447,440,000	
School Capital	24,167,000	24,167,000	
School Capital - Interest Payments	3,269,937	3,270,000	
Curriculum and Instruction	3,027,674	3,033,000	41.6
Regional Services	5,507,712	5,510,000	58.6
Official Minority Language Office	4,913,172	4,914,000	20.9
Educational Agencies	529,807	530,000	
Learning Resources Distribution Centre Revolving Fund Subsidy	325,205	326,000	
Net Financing Requirement (Statutory)	(373,279)	(24,000)	12.9
Correspondence School Revolving Fund Subsidy	495,000	495,000	
Net Financing Requirement (Statutory)	33,878	33,878	32.4
TEACHERS' PENSIONS AND BENEFITS (Subvote ED04)			
Administration and Operations	1,138,387	1,142,000	14.6
Teachers' Pensions and Cost of Living Allowances (Statutory)	50,000,000	79,000,000	
Teachers' Group Life Insurance (Statutory)	1,368,325	1,368,325	
Saskatchewan Teachers' Retirement Plan (Statutory)	23,797,276	23,797,276	
Teachers' Dental Plan	6,236,895	6,288,000	
TOTAL	**$581,635,319**	**$611,061,479**	**276.0**

2000-2001 Actual Expenditures



DEPARTMENT: EDUCATION

2000-2001 Actual and Budget Revenues

	Actual	Budget	Difference
PRIVILEGES, LICENCES AND PERMITS			
Teachers Certificates	$ 83,949	$ 82,525	$ 1,424
SALES, SERVICES AND SERVICE FEES			
Sales Books, Maps, Bibliographies	8,082	5,100	2,982
Other Services	368,522	292,500	76,022
INTEREST, PREMIUMS, DISCOUNT AND EXCHANGE			
Profit on Foreign Exchange	364	200	164
RECEIPTS FROM OTHER GOVERNMENTS			
Co-operation for Promotion of Bilingualism in Education	1,552,394	1,552,394	0
Other Federal Contributions (OMLO)	3,619,104	3,670,333	(51,229)
OTHER REVENUE			
Casual Revenue	126,249	141,365	(15,116)
Refund of Previous Year's Expenditures	28,409	6,500	21,909
TOTAL FOR DEPARTMENT	**$ 5,787,073**	**$ 5,750,917**	**$ 36,156**

2000-2001 Education Actual Revenues